

Capital Area **Community Action** Agency

Head Start Policy Council Agenda
2813 South Meridian Street, Tallahassee
Conference Call # 641.715.3580 code 598472
March 22, 2018
6:00 p.m.

1. Call to Order
2. Sign-in/Attendance
3. Establish a Quorum
4. Consent
 - a. Policy Council Minutes
5. Action
 - a. Financial Report
 - b. Personnel Actions
6. Center Updates- What's Working and What's Not
7. HSELOF
8. School Readiness Outcomes
9. PCFE Goals and Outcomes
10. Director's Report
11. Office of Head Start Updates
12. Chairperson's Report
13. Other Business
14. Meeting Adjourned

Next Meeting: Scheduled for April 19, 2018



309 Office Plaza Drive • Tallahassee, Florida • 32301 • 850.222.2043
www.CapitalAreaCommunityAction.org



Head Start Policy Council Meeting

Minutes

February 22, 2018

6:00pm

1. Meeting called to order at 6:06 pm
2. Roll call was taken by Nichele Rolle. Representatives present included the following: Heather Harris(R), Geraldine Kersaint (A- via phone), Veronica Doolan (R- via phone), Letisha Moore (A), Katessia Carr (R), Tiffany Similien (CR), Lauren Johnson (CR) and Luciana Brown (CR).

Capital Area Community Action Agency staff present included the following people: Tim Center, Kristin Reshard, Nichele Rolle, and Laura Ward.

Guest present: Altrimese McGlockton (Louise B. Royal)

Quorum was established.

3. Consent

- a. Minutes- The minutes were reviewed by all members of Policy Council. No corrections or changes were needed. Consent to approve the minutes as written.

4. Action Items

- a. Financial Report- The financial report was reviewed by Laura Ward. Revenue and expenditures is currently higher than 35% but that is due to upfront cost such as subscriptions and trainings. In-Kind is on target. Luciana asked what is covered under technology. Laura explained usually software subscriptions are covered under technology. Laura will check technology budget to make sure everything is coded correctly since it is showing over budget on the report. Altrimese asked how the 2018-2019 state budgets would affect Community Action budget. Tim explained we will not be affected because our funds are allocated through Department of Health and Human Services (Federal funds).

Motion to approve the financial budget was made by Lauren Johnson and seconded by Tiffany Similien. Motion approved and carried forward.

- b. Personnel Actions- Kristin presented candidate Adrienne Johnson for teacher in Franklin County. Recommendations were favorable but background check is still pending.

Motion to approve the hire of Adrienne Johnson pending background check was made by Lauren Johnson and seconded by Letisha Moore. Motion approved and carried forward.

- c. Change of Policy Council Representatives- Current Policy Council Chairperson Shantell Freeman had a schedule change at work and is no longer able to fulfill chairperson duties. After discussion, Letisha Moore nominated herself for the position.

Vote taken to approve Letisha Moore as 2017-2018 chairperson in place of Shantell Freeman. All voted yes; none opposed.

5. What's Working what's not:

Veronica Doolan (Franklin): Children are doing well in classroom. She is interested in updates on the permeant building in Franklin County. Tim will provide information during his report.

Heather Harris (Royal): Heather had some concerns about communication efforts with teacher. Kristin addressed the matter and will talk with her further after meeting.

Geraldine Kersaint (Mabry): Everything is going well and she appreciates that the teachers are teaching the children to handle situations verbally instead of physically.

Altrimese McGlockton (Royal): Altrimese loves her child's teacher and is pleased with progress. Altrimese has a concern with playground supervision and child/teacher interactions. She would like to see more attention/ redirection being given to children. Kristin will share concerns with Ms. Treadwell.

Katessia Carr (Mabry): Excited about Teacher appreciation week and also Dr. Seuss activities that will take place next week at her center. No concerns or complaints at the moment.

Letisha Moore (South City): Everything is going well in the classroom. No concerns or complaints at the time.

6. Recommendations: Future Documents for Policy Council: During the Federal Monitoring some members stated they would like to see particular information presented in the meetings. Kristin mentioned the 2 reports she will be discussing next meeting. There were no suggestions at the moment.
7. Education coordinator Report: No report at this time.
8. Director's Report: Tim reviewed the attached report. Funds were requested from Triumph fund for Franklin County renovations; HHS does not have funds to assist with the renovations and has suggested we reach out to Department of Agriculture for assistance. Tim stated we are approximately 1 month from knowing if we will have the funds needed for renovations and if we will be able to complete them in time. Veronica stated she believes the community will be satisfied if we relocate to the Van Johnson building. Tim will update the Policy Council at the next monthly meeting.

9. Office of Head Start Updates: Attachment reviewed. Program Instruction (PI) memo was reviewed regarding Fifty Percent Program Duration Requirement.

10. Chairperson's Report: No report at this time.

11. Other Business: A subcommittee for education was formed. Discussion on curriculum had and Kristin will provide Nichele with information to email the Policy Council regarding how the curriculum is measuring up to other curriculums. Altrimese stated it would be beneficial to share observations from Teaching Strategy Goals with parents. It would also be helpful for the teachers to provide parents with work samples and let them know what areas their child may be falling behind in. Altrimese would also like to know what hand writing format the teachers are using. Another concern voiced by the Policy Council members were the home visit timeline and also when children enroll after the beginning of school they are not receiving all the information they may have received during orientation. Kristin will reevaluate the process.

March Monthly meeting was moved from March 15th to March 22nd due to Spring Break. All present members agreed.

12. The meeting was adjourned at 7:29 p.m.

**Head Start Programs Financial Statement Narrative
For the Four Months Ending January 31, 2018
Capital Area Community Action Agency**

As of January 31, 2018, we have completed four months of the fiscal year and, as a benchmark, we would expect the year-to-date actual expenses and revenue for the Head Start programs to be around 40% of the annual budget. At month end, the Year to Date Actual Revenue and Expenses are 40% and 36% respectively, with net income of \$162,093, of which \$107,031 is 2016-17 carryforwards.

Year to Date in-kind and non-Federal share match totals \$306,848, which is 36% of the \$843,116 total match required for the fiscal year ending September 30, 2018.

Expenditure Variances and Explanations

The Statement of Revenue and Expenditures tracks year-to-date progress by budget line item. Actual revenues and expenditures are compared to the original budget for each budget line item by amount and percentage. Some budget line items may be below or above the expected percentage at any given point in the year. This can be caused by something as innocuous as the revenue or expense occurring unevenly at different points of time during the year, such as a one-time insurance payment. In other words, one twelfth of every budget item is not necessarily paid each month. Therefore, when there is a significant variance, the following explanations are provided. It is important to note that, while a specific line item may be over budget, the overall Agency budget should not be over budget. Adjustments are often made at the end of a grant or fiscal year to ensure that all budgets are balanced.

Travel – In Area – is over the benchmark budget due to a number of meetings in the early part of the fiscal year.

General Liability and Property Insurance – is over the budget benchmark due to the deposit and first payment of insurance. This line item is paid over the first eight months of the year so will even out over the course of the year.

Vehicle Expense – is currently over benchmark budget due to a reallocation of car insurance but will even out over the rest of the year.

Technology – is over budget for renewals of technology for various programs which are paid at the beginning of the fiscal year. There should not be any more expenses charged here for the remainder of the year.

Registration Fees – is a front loaded expense as well that will even out over the course of the year.

Raw Food Cost – is slightly over budget but is expected to be a bit lower after implementation of the newly rented kitchen.

Capital Area Community Action Agency
Head Start Programs Revenue and Expenditures
For the Four Months Ended 1/31/18

		Total Budget - Current Year		Total Budget	
		Original	Actual	Variance -	
				Original	%
Revenue					
4000	Government Contracts - FED	3372460	1249862	(2122598)	37%
4010	Government Contracts - STATE	690701	368630	(322071)	53%
4020	Government Contracts - LOC	53500	31191	(22309)	58%
4100	Grants - Other Not-for-Profits	15000	5004	(9996)	33%
4210	Contributions- Restricted	<u>0</u>	<u>8618</u>	<u>8618</u>	
	Total Revenue	<u>4131661</u>	<u>1663305</u>	<u>(2468356)</u>	40%
Expenditures					
6010	Salaries & Wages	1947871	699824	1248047	36%
6110	Fringe	546889	198835	348054	36%
6180	Staff Screenings	3500	426	3075	12%
6210	Indirect Costs	512002	184765	327237	36%
6310	Travel - In Area	1500	1272	228	85%
6315	Travel - Out of Area	2750	0	2750	0%
6410	Office Supplies	9000	1957	7043	22%
6415	Program Supplies	21650	9510	12140	44%
6420	Classroom Supplies	43270	8857	34413	20%
6430	Kitchen Supplies	35000	7422	27578	21%
6440	Medical/Dental Supplies	1000	107	893	11%
6510	Copies/Printing/Copier	10000	4159	5841	42%
6600	Postage and Delivery Expense	1700	258	1442	15%
6710	Contractual	30000	4350	25650	15%
6715	Contractual Services -	169988	63475	106513	37%
6810	Rent/Space Cost	200330	73120	127210	36%
6820	Utilities	62500	23518	38982	38%
6830	General Liability and Property	21000	10999	10001	52%
6840	Communications	37530	16087	21443	43%
6850	Repairs and Maintenance-	139743	55357	84386	40%
6910	Equipment Maintenance	14000	5055	8945	36%
6920	Vehicle Expense	37350	18412	18938	49%
6930	Equipment Lease	8500	3146	5354	37%
6940	Technology	11500	11906	(406)	104%
7010	Fees, Licenses, and Permits	3000	332	2668	11%
7020	Dues/Subscriptions	5000	1795	3205	36%
7320	Expendible Equipment	8430	1747	6683	21%
7410	Registration Fees	2000	1945	56	97%
7420	Training/Meetings/Workshops	27087	9618	17469	36%
7430	Staff Development	36020	3430	32590	10%

Capital Area Community Action Agency
Head Start Programs Revenue and Expenditures

For the Four Months Ended 1/31/18					
7440	Advisory/Board Member	2500	508	1992	20%
7450	Advertising	5500	177	5323	3%
7460	Parent Activities	1200	87	1113	7%
7510	Raw Food Cost	<u>172351</u>	<u>78756</u>	<u>93595</u>	46%
	Total Expenditures	<u>4131661</u>	<u>1501212</u>	<u>2630449</u>	36%
	Excess Revenue over (under)	<u>0</u>	<u>162093</u>	<u>162093</u>	

Capital Area Community Action Agency, Inc.
 Head Start NIFS Match Requirements
 For the Month Ending January 31, 2018

Match Source	Total Needed	YTD	YTD %	Remaining	Remaining %
Government Contracts - Local		31,191			
Grants - Other Not for Profits		7,454			
In-Kind Revenue		122,925			
VPK/SR		145,278			
	843,116	306,848	36%	536,268	64%

Head Start CC Purchases Jan 2018

Vendor Name	Expenses	Document Date	GL Code	Fund Code	Effective Date	Transaction Description
HANCOCK BANK	82.43	1/29/2018	6415	1064	1/29/2018	BOOK- AID FOR TEACHERS
HANCOCK BANK	65.22	1/29/2018	6415	1064	1/29/2018	PROG SUPPLY- SC CNTR
HANCOCK BANK	45.67	1/29/2018	6415	1064	1/29/2018	PROGRAM SUPPLIES FOR SC CNTR
HANCOCK BANK	4.10	1/29/2018	6420	1064	1/29/2018	CLASSROOM SUPPLIES FOR SC CNTR
HANCOCK BANK	20.00	1/29/2018	6715	1064	1/29/2018	PHYSICAL FOR STUDENT- FAUST
HANCOCK BANK	5.00	1/29/2018	6850	1064	1/29/2018	MARPAN DUMPING FEE FROM CLEANING BROKEN SUPPLIES
HANCOCK BANK	4,000.00	1/29/2018	6850	1064	1/29/2018	PLAYGROND RUBBER MULCH
HANCOCK BANK	37.24	1/29/2018	6850	1064	1/29/2018	SC PLAYGROUND
HANCOCK BANK	7.00	1/29/2018	6920	1064	1/29/2018	FUEL FOR CAR RENTAL AT T/TA CONF.
HANCOCK BANK	155.01	1/29/2018	6920	1064	1/29/2018	FUEL FOR CO VEHICLE
HANCOCK BANK	49.94	1/29/2018	6920	1064	1/29/2018	FUEL FOR CO VEHICLE
HANCOCK BANK	59.59	1/29/2018	7420	1064	1/29/2018	FOOD AT T/TA CONF.
HANCOCK BANK	121.27	1/29/2018	7420	1064	1/29/2018	FOOD FOR HEALTH ADVISORY MTG
HANCOCK BANK	877.48	1/29/2018	7420	1064	1/29/2018	HOTEL/AIR FARE- HEADSTART T/TA CONF
HANCOCK BANK	4.29	1/29/2018	7420	1064	1/29/2018	WATER FOR HEALTH ADVISORY TG
HANCOCK BANK	105.98	1/29/2018	7430	1064	1/29/2018	BOOKS FOR GULF COAST COLLEGE- MYERS
HANCOCK BANK	1,123.29	1/29/2018	7430	1064	1/29/2018	CLASSESS NOT COVERED BY T.E.A.C.H.- S. RYLES
HANCOCK BANK	377.57	1/29/2018	7430	1064	1/29/2018	RM RENTAL- IN SERVICE TRNG TO PREP FOR MONITORING
HANCOCK BANK	1,023.75	1/29/2018	7430	1064	1/29/2018	TUITION FOR MYERS AT GULF COAST COLLEGE
HANCOCK BANK	186.36	1/29/2018	7440	1064	1/29/2018	FOOD- POLICY COUNCIL
HANCOCK BANK	<u>86.99</u>	1/29/2018	7460	1064	1/29/2018	SUPPLIES FOR EDUC. TRAINING-PARENT ENGAGEMNT
Total HANCOCK	<u>8,438.18</u>					
LOWE'S	587.28	1/31/2018	6415	1064	1/31/2018	TOOLS AND SUPPLIES
LOWE'S	<u>2,062.23</u>	1/31/2018	6850	1064	1/31/2018	TOOLS AND SUPPLIES
Total LOWES -	<u>2,649.51</u>					
Report Transaction Totals	<u>11,087.69</u>					

57009
57009
2/16/2018

Payee HANCOCK BANK
Vendor ID HANCOCK CC Account

Invoice	Description
012918-TC	TIM CENTER

Amount
\$1,680.73

Hancock Bank
MAHAN
02/21/18 13:44

Seq: 0038 ID: 101764 CB: 7124

Credit Card Payment \$1,805.73
Posting Date: 02/21/18
Thank you for banking with Hancock

\$1,680.7

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TRANSACTION DETAIL

Post Date	Trans Date	Reference Number	MCC	Transaction Description	Amount
01-08	01-05	24431068005091077010031	9399	DEPT OF BUS AND PROF R BILLERPAYMENT FL - <i>Holdings</i>	M125.00 ✓
01-09	01-07	24869488008263019630493	4121	TAXI SVC HOUSTON HOUSTON TX - <i>CAP Conf</i>	M38.24 ✓
01-12	01-10	24431068011722466256742	3640	HYATT REGENCY HOUSTON HOUSTON TX 16169616 ARRIVAL: 01-07-18 - <i>CAP Conf</i>	M608.19 ✓
01-17	01-17	74270848017100008648890	0000	BRANCH PAYMENT - THANK YOU	M938.47 ✓
01-17	01-16	24431068016026642306503	4816	ADOBE SYSTEMS, INC. 800-833-6687 <i>Camo Subsc.</i>	M14.99 ✓
01-19	01-17	24226388018370172653580	5300	SAMSLUB.COM 8887467726 AR - <i>ADN W</i>	M45.00 ✓
01-22	01-19	24493988020286032624331	5734	AATRIX SOFTWARE 701-746-6814 ND - <i>Personal - 1095 filed</i>	M97.51 ✓
01-23	01-22	24692168022100835844937	5968	GAN*1558TALLHDEMOCCIRC 888-426-0491 IN - <i>mo. subsc.</i>	M48.23 ✓
01-24	01-23	24224438024103015705961	5812	NEWK'S EXPRESS CAF TALLAHASSEE FL - <i>BD mTG</i>	M91.00 ✓
01-24	01-23	24906418023049968480458	5968	SMK*SURVEYMONKEY.COM 971-2445555 CA - <i>Personal</i>	M360.00 ✓
01-29	01-27	24330668028900018009054	5812	CAPITAL CITY COUNTRY CLUB TALLAHASSEE FL - <i>Wed Sat</i>	M377.57 ✓

STATEMENT DATE	ACCOUNT NUMBER	ACCOUNT SUMMARY
01-29-18	[REDACTED]	
CUSTOMER SERVICE CALL Toll Free 1-800-448-8812		NEW PURCHASES AND OTHER CHARGES 1,805.73
		NEW CASH ADVANCES .00
		CREDITS 938.47
		STATEMENT TOTAL 867.26
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 6,000.00

gpc 2/10/18

Payee HANCOCK BANK
Vendor ID HANCOCK CC

57007
57007
2/16/2018

Invoice	De
012918-NR	

it	Amount
\$0.00	\$741.66

Hancock Bank
MAHAN
02/21/18 13:43

Seq: 0036 ID: 101764 CB: 7124

Credit Card Payment \$741.66

Posting Date: 02/21/18

Thank you for banking with Hancock

\$0.00 \$741.66

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TRANSACTION DETAIL

Post Date	Trans Date	Reference Number	MCC	Transaction Description	Amount
01-11	01-10	24445008011000960432451	5411	PUBLIX #1051 TALLAHASSEE FL	✓M29.47
01-11	01-10	24445008011000960432527	5331	DOLLAR TREE TALLAHASSEE FL	✓M44.22
01-11	01-10	24269798011001067589564	5814	JIMMY JOHNS - 170 - MO 850-942-9929 FL	✓M94.98
01-17	01-17	74270848017100008648932	0000	BRANCH PAYMENT - THANK YOU	M2,177.59
01-18	01-17	24445008018000836791182	5411	PUBLIX #1051 TALLAHASSEE FL	✓M17.34
01-19	01-18	24445008019000922026708	5411	PUBLIX #1051 TALLAHASSEE FL	✓M13.86
01-19	01-17	24692168018100764257230	5814	ZAXBY'S #18601 TALLAHASSEE FL	✓M60.99
01-19	01-17	24692168018100764257206	5814	ZAXBY'S #18601 TALLAHASSEE FL	✓M75.98
01-19	01-19	24231688019083753872710	5811	MOE'S SW GRILL #373 OLO TALLAHASSEE FL	✓M172.50
01-25	01-24	24445008025000936128443	5411	PUBLIX #887 TALLAHASSEE FL	✓M4.58
01-26	01-24	24431068025400418000526	5812	OLIVE GARDEN 0021236 TALLAHASSEE FL	✓M140.75
01-29	01-26	24226388027400005260672	5411	WAL-MART #4427 TALLAHASSEE FL	✓M5.00
01-29	01-26	24445008027400127974332	5411	WM SUPERCENTER #4520 TALLAHASSEE FL	✓M12.99
01-29	01-26	24445008027400127974258	5411	WM SUPERCENTER #1077 TALLAHASSEE FL	✓M69.00

STATEMENT DATE	ACCOUNT NUMBER	ACCOUNT SUMMARY
01-29-18		
CUSTOMER SERVICE CALL Toll Free 1-800-448-8812		NEW PURCHASES AND OTHER CHARGES 741.66
		NEW CASH ADVANCES .00
		CREDITS 2,177.59
		STATEMENT TOTAL 1,435.93 cr
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 2,500.00

Handwritten signature/initials

Payee HANCOCK BANK
Vendor ID HANCOCK CC Ac

Invoice	Description
012918-KJ	[REDACTED]

Amount
\$1,212.64
\$1,212.64

Hancock Bank
MAHAN
02/21/18 13:48

Seq: 0045 ID: 101764 CB: 7124

Credit Card Payment \$1,212.64
Posting Date: 02/21/18
Thank you for banking with Hancock

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Post Date	Trans Date	Reference Number	MCC	Transaction Description	Amount
01-11	01-09	24707808010030034107976	8220	GULF COAST STATE COLLEGE PANAMA CITY FL	M1,023.75 ✓
01-12	01-11	24431068011083756865753	5942	AMAZON MKTPLACE PMTS WWW. WWW.AMAZON.CO WA	M105.98 ✓
01-17	01-17	74270848017100008648841	0000	BRANCH PAYMENT - THANK YOU	M1,593.90
01-26	01-25	24226388026400004284625	5411	WAL-MART #1408 TALLAHASSEE FL	M45.67 ✓
01-29	01-26	24692168026100729620530	5200	LOWES #00417* TALLAHASSEE FL	M37.24 ✓

STATEMENT DATE	ACCOUNT NUMBER	ACCOUNT SUMMARY
01-29-18	[REDACTED]	
CUSTOMER SERVICE CALL Toll Free 1-800-448-8812		NEW PURCHASES AND OTHER CHARGES 1,212.64
		NEW CASH ADVANCES .00
		CREDITS 1,593.90
		STATEMENT TOTAL 381.26 cr
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 2,000.00

Handwritten signature and date: ETC 2/15/18

Payee HANCOCK BANK
Vendor ID HANCOCK CC

57004
2/16/2018

Invoice	Desc	Amount
012918-FO	[REDACTED]	\$0.00
Hancock Bank MAHAN 02/21/18 13:47 Seq: 0044 ID: 101764 CB: 7124 Credit Card Payment \$1,026.50 Posting Date: 02/21/18 Thank you for banking with Hancock		
		\$0.00
		\$1,026.50

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TRANSACTION DETAIL

Post Date	Trans Date	Reference Number	MCC	Transaction Description	Amount
01-08	01-05	24692168005100803339028	4722	ORBITZ 7320194307479 ORBITZ.COM WA	M877.48 ✓
01-09	01-08	24445718008300403378231	5411	KROGER #339 LOUISVILLE KY	M5.04 ✓
01-10	01-09	24427338009720007111746	5814	PANERA BREAD # 607002 LOUISVILLE KY	M3.79 ✓
01-10	01-09	24224438010103006094082	5812	JASON'S DELI - KLT LOUISVILLE KY	M10.79 ✓
01-10	01-08	24445008009500477531947	5812	MARKS FEEDSTORE BARD LOUISVILLE KY	M19.06 ✓
01-12	01-10	24316058011548593042825	5542	SHELL OIL 57444021703 LOUISVILLE KY - fuel car rental	M7.00 ✓
01-12	01-10	24692168011100471502081	5812	COAL'S ARTISAN PIZ SDF LOUISVILLE KY	M20.91 ✓
01-17	01-17	74270848017100008649013	0000	BRANCH PAYMENT - THANK YOU	M245.70 ✓
01-19	01-17	24445008018100176386195	5942	BARNES & NOBLE #2849 TALLAHASSEE FL	M26.37 ✓
01-19	01-19	24692168019100131815222	5942	AMAZON.COM AMZN.COM/BILL WA	M56.06 ✓

STATEMENT DATE	ACCOUNT NUMBER	ACCOUNT SUMMARY
01-29-18	[REDACTED]	
CUSTOMER SERVICE CALL		
Toll Free	1-800-448-8812	NEW PURCHASES AND OTHER CHARGES 1,026.50
		NEW CASH ADVANCES .00
		CREDITS 245.70
		STATEMENT TOTAL 780.80
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 2,000.00

Mc 2/16/18

Payee HANCOCK BANK
Vendor ID HANCOCK CC

57003
2/16/2018

Invoice	Des	Amount
012918-DJ	[REDACTED]	\$0.00 \$417.93

Hancock Bank
MAHAN
02/21/18 13:47

Seq: 0043 ID: 101764 CB: 7124

Credit Card Payment \$417.93
Posting Date: 02/21/18
Thank you for banking with Hancock

\$0.00 \$417.93

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TRANSACTION DETAIL

Post Date	Trans Date	Reference Number	MCC	Transaction Description	Amount
01-03	01-02	24445008003000966305461	5411	PUBLIX #610 TALLAHASSEE FL	M29.52 ✓
01-03	01-02	24445008003000966305537	5411	PUBLIX #782 TALLAHASSEE FL	M37.90 ✓
01-04	01-02	24692168003100674454080	5542	GATE 1194 Q80 TALLAHASSEE FL	M50.01 ✓
01-09	01-08	24445008009000825433649	5411	WINN-DIXIE #0086 TALLAHASSEE FL	M4.29 ✓
01-09	01-08	24427338008720007077187	5814	PANERA BREAD #00984 TALLAHASSEE FL	M17.58 ✓
01-10	01-08	24445008009500477530386	5411	PUBLIX #1051 TALLAHASSEE FL	M73.19 ✓
01-11	01-09	24427338010710010806918	5814	CHICK-FIL-A #01370 TALLAHASSEE FL	M30.50 ✓
01-11	01-09	24316058010548405036594	5542	SHELL OIL 50988950122 TALLAHASSEE FL	M52.00 ✓
01-17	01-17	74270848017100008648916	0000	BRANCH PAYMENT - THANK YOU	M1,721.93 ✓
01-17	01-16	24210738016207771700030	8041	TLC CHIROPRACTIC, INC. 850-222-5700 FL	M20.00 ✓
01-18	01-16	74445748017100200561893	5943	OFFICE DEPOT #108 TALLAHASSEE FL <i>see Dec. Statement</i>	M251.53 ✓
01-18	01-16	24445748017100200561716	5943	OFFICE DEPOT #108 TALLAHASSEE FL	M233.92 ✓
01-22	01-18	24692168019100217996599	5542	GATE 1194 Q80 TALLAHASSEE FL	M50.00 ✓
01-29	01-26	24692168027100064985927	5542	GATE 1194 Q80 TALLAHASSEE FL	M53.00 ✓

* This is a full refund/return of purchase made to remove sales tax

STATEMENT DATE	ACCOUNT NUMBER	ACCOUNT SUMMARY
01-29-18	[REDACTED]	
CUSTOMER SERVICE CALL Toll Free 1-800-448-8812		NEW PURCHASES AND OTHER CHARGES 651.91
		NEW CASH ADVANCES .00
		CREDITS 1,973.52
		STATEMENT TOTAL 1,321.61 cr
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 3,000.00

[Handwritten signature]
2/15/18

Payee HANCOCK BANK
Vendor ID HANCOCK CC

57008
2/16/2018

Invoice	Amount
012918-NS	\$0.00
Hancock Bank MAHAN 02/21/18 13:46 Seq: 0041 ID: 101764 CB: 7124 Credit Card Payment \$5,141.58 Posting Date: 02/21/18 Thank you for banking with Hancock	
	\$0.00

Amount	Amount
\$0.00	\$5,141.58
\$0.00	\$5,141.58

LMP40 M/P CHECK

Rev 1/17

104471

10447 (11/17) J18716

Save time and money. Automatically. For hassle-free details and to start saving with your eligible Hancock Business Credit Card for FREE today, visit visasavingsedge.com.

TRANSACTION DETAIL

Post Date	Trans Date	Reference Number	MCC	Transaction Description	Amount
01-12	01-11	24445008012000966709141	9402	USPS PO 1188920683 TALLAHASSEE FL	M6.59 ✓
01-17	01-17	74270848017100008648874	0000	BRANCH PAYMENT - THANK YOU	M30.59
01-18	01-16	24388948017432530041688	8220	FLORIDA INT'L UNIVERSI 800-3398131 CT	M22.03 ✓
01-18	01-16	24388948017432530041670	8220	FLORIDA INT'L UNIVERSI 800-3398131 CT	M1,101.26 ✓
01-23	01-22	24445008023000916703985	9402	USPS PO 1188920683 TALLAHASSEE FL	M6.70 ✓
01-24	01-22	24071058023627192062136	5251	MARPAN RECYCLING LLC TALLAHASSEE FL	M5.00 ✓
01-26	01-25	24692168025100331829686	5399	IN *NICCO 713-4600999 TX	M4,000.00 ✓

Mina Reg 2/16/18

STATEMENT DATE	ACCOUNT NUMBER	ACCOUNT SUMMARY
01-29-18	[REDACTED]	NEW PURCHASES AND OTHER CHARGES 5,141.58
CUSTOMER SERVICE CALL Toll Free 1-800-448-8812		NEW CASH ADVANCES .00
		CREDITS 30.59
		STATEMENT TOTAL 5,110.99
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 6,000.00

02/21/18

Payee HANCOCK BANK
Vendor ID HANCOCK CC

57011
2/16/2018

Invoice	Des
012918-VT	[REDACTED]

Amount	
\$0.00	\$69.32

Hancock Bank
MAHAN
02/21/18 13:44

Seq: 0037 ID: 101764 CB: 7124

[REDACTED]
Credit Card Payment \$69.32
Posting Date: 02/21/18
Thank you for banking with Hancock

\$0.00	\$69.3
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LMP40 M/P CHECK

Rev 1/17

104471

10447 (11/17) J187161

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TRANSACTION DETAIL

Post Date	Trans Date	Reference Number	MCC	Transaction Description	Amount
01-08	01-05	24445008006400124501992	5411	WM SUPERCENTER #1077 TALLAHASSEE FL	M3.10
01-08	01-05	24226388006091001637198	5411	WAL-MART #1077 TALLAHASSEE FL	M66.22
01-17	01-17	74270848017100008649039	0000	BRANCH PAYMENT - THANK YOU	M120.93

STATEMENT DATE	ACCOUNT NUMBER	ACCOUNT SUMMARY
01-29-18	[REDACTED]	
CUSTOMER SERVICE CALL		
Toll Free	1-800-448-8812	
		NEW PURCHASES AND OTHER CHARGES 69.32
		NEW CASH ADVANCES .00
		CREDITS 120.93
		STATEMENT TOTAL 51.61 cr
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 4,000.00

DeWille

Payee LOWE'S
Vendor ID LOWES

Account #:

56983
2/15/2018

Invoice	Description	Discount	Amount
013118LOWES	JAN 2018/SUPPLIES, TOOLS OR JANIT...	\$0.00	\$2,649.51
Total :			\$0.00
			\$2,649.51

Days in Billing Cycle	31
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Transaction Summary

Tran Date	Post Date	Reference Number/ Invoice Number	Description of Transaction or Credit	Amount
01/02	01/03	09235	STORE 0716 TALLAHASSEE FL	\$54.80
01/02	01/03	10735	STORE 0716 TALLAHASSEE FL	\$82.11
01/05	01/05	08495	STORE 0417 TALLAHASSEE FL	\$107.25
01/06	01/06	08821	STORE 0417 TALLAHASSEE FL	\$211.82
01/08	01/08	07573	STORE 0417 TALLAHASSEE FL	\$7.08
01/08	01/08	08084	STORE 0417 TALLAHASSEE FL	\$26.96
01/09	01/09		PAYMENT - THANK YOU	(\$752.11)
01/10	01/10	24889	STORE 0417 TALLAHASSEE FL	\$118.64
01/11	01/11		*INTEREST CHARGE* PURCHASES REFUND	(\$36.01)
01/16	01/16	27333	STORE 0417 TALLAHASSEE FL	\$10.97
01/17	01/17	10989	STORE 0417 TALLAHASSEE FL - for offc. plaza	\$5.94
01/17	01/17		STORE 0417 TALLAHASSEE FL	*(30.58)
01/17	01/17	14376	STORE 0716 TALLAHASSEE FL	\$38.12
01/20	01/20	09543	STORE 0716 TALLAHASSEE FL	\$27.52
01/20	01/20	10681	STORE 0716 TALLAHASSEE FL	\$21.60
01/21	01/21	06727	STORE 0417 TALLAHASSEE FL	\$17.33
01/22	01/22	06786	STORE 0417 TALLAHASSEE FL	\$96.03
01/24	01/24	53280	STORE 0417 TALLAHASSEE FL	\$321.35
01/24	01/24		STORE 0417 TALLAHASSEE FL	Item return (\$15.60)
01/25	01/25		PAYMENT - THANK YOU	(\$912.36)
01/29	01/29	53723	STORE 0417 TALLAHASSEE FL	\$619.47
01/29	01/29	24600	STORE 0417 TALLAHASSEE FL	\$304.05
01/30	01/30	67003	STORE 0417 TALLAHASSEE FL - for offc. plaza	\$71.20
01/30	01/30	67011	STORE 0417 TALLAHASSEE FL	\$56.98
01/30	01/30	53755	STORE 0417 TALLAHASSEE FL	\$64.73
01/30	01/30	53756	STORE 0417 TALLAHASSEE FL	\$42.66
01/31	01/31	20564	STORE 0716 TALLAHASSEE FL	\$210.28
02/01	02/01		STORE 0417 TALLAHASSEE FL	Item return (\$85.30)
02/01	02/01	24430	STORE 0417 TALLAHASSEE FL	\$310.66

* See extended note in summary of bill - shows that are sales tax corrections made that equal 30.58

CUSTOMER SERVICE: For Account Information log on to www.lowes.com/credit. This account is not registered. The authentication code is: EBTT542, or call toll-free 1-800-444-1408.

PAYMENT DUE BY 5 P.M. (ET) ON THE DUE DATE.

NOTICE: We may convert your payment into an electronic debit. See reverse for details, Billing Rights Information and other important information.



P.O. Box 4019 Gulfport, MS 39502

Return Service Requested

413 110000 001

CAPITAL AREA COMMUNITY ACTION AGENCY
HEAD START POLICY COUNCIL
PARENT ACTIVITY FUND
309 OFFICE PLAZA DR
TALLAHASSEE FL 32301



Hancock Bank, a trade
name of Whitney Bank



Page: 1 of 1

Statements Dates
01/01/2018 - 01/31/2018

Account Number:
4620332

Images:
0

***ZERO CHECKS* E0**

RECEIVED
FEB 06 2018

WE'RE READY TO LEND WITH GREAT RATES ON PERSONAL LOANS.
TO APPLY CALL 1-800-965-LOAN. NORMAL CREDIT CRITERIA APPLY.

Checking Account Summary

PREVIOUS BALANCE	1,187.68	AVERAGE BALANCE	
+ 0 CREDITS	.00	1,187.68	
- 0 DEBITS	.00	YTD INTEREST PAID	.00
- SERVICE CHARGES	.00		
+ INTEREST PAID	.00		
ENDING BALANCE	1,187.68		

● **Balance By Date**

Date	Balance	Date	Balance	Date	Balance
12/31	1,187.68				



110000001

bc
4/1/18

Capital Area Community Action Agency, Inc.
2017-2018 Winter School Readiness Outcome Narrative

Capital Area Community Action Agency Head Start use Teaching Strategies Gold to assess students quarterly in five domains: approaches to learning; social and emotional development; language and literacy; cognition; and perceptual, motor, and physical development. Individual student data is available to the parents during their parent teacher conferences and through registering for the Teaching Strategies Gold parent portal.

Individual student data is also aggregated to develop a baseline and assess the programs progress towards preparing the students for kindergarten. A poster size visual representation of the data that corresponds with the Head Start Early Learning Outcomes framework is then posted on the parent boards at the centers, so parents and guests at the center are informed of the progress made towards preparing the students for kindergarten. A visual representation of the information below is also shared with the board and policy council at their meetings.

Approaches to Learning

Approaches toward learning are the learning styles, habits, motivation, and attitudes that reflect the many ways children learn. Also included under approaches to learning domain is self-regulation. Children who are able to self-regulate are able to use different learning approaches more effectively. Capital Area Community Action Agency Head Start's goal with regards to approaches to learning is for children to learn to successfully navigate learning experiences by developing the ability to self-regulate in a variety of situations. *Community Action* measures this goal by assessing students' ability to

- Follow simple rules and routines with increasing independence;
- Persist with a difficult or non-preferred activity and seeks help when needed; and
- Use their imagination in play and interactions with others to plan, initiate, and complete learning activities.

By the end of Assessment Period 2 (01/26/2018) Capital Area *Community Action* Head Start students demonstrated the following outcomes:

- 55.7% (209/375) of Head Start students meet or exceed expectations with regards to following simple rules and routines with increasing independence;
- 44.6% (161/361) of Head Start students meet or exceed expectations with regards to persisting with difficult or non-preferred activities and seeks help when needed; and
- 70.4% (254/361) of Head Start students meet or exceed expectations with regards to showing flexibility and inventiveness in thinking.

Social and Emotional Development

Social development refers to a child's ability to create and sustain meaningful relationships with adults and other children. Emotional development refers to a child's ability to express, recognize, and manage their own emotions as well as respond appropriately to others' emotions. Capital Area Community Action Agency Head Start's goal with regards to students' social and emotional development is for Head Start children to gain a sense of identity and belonging through social interactions and positive emotional connections in order to experience personal success. *Community Action* measures this goal by assessing students' ability to:

- Build positive social relationship with peers and adult in a cooperative manner and
- Recognize and use words/expressions of emotion, learn strategies to manage feelings and control impulses with increase independence

By the end of Assessment Period 2 (01/26/2018) *Community Action* Head Start students demonstrated the following outcomes:

- 47.2% (177/375) of Head Start students meet or exceed expectations with regards to forming relationships with adults in class;
- 64.8% (245/378) of Head Start students meet or exceed expectations with regards to interacting with their peers;
- 58.7% (222/378) of Head Start students meet or exceed expectations with regards to making friends in class; and
- 64.5% (242/375) of Head Start students meet or exceed expectations with regards to recognizing and using words/expressions of emotion use strategies to manage feelings and control impulses with increased independence.

Language and Literacy

Language development refers to emerging abilities in listening and understanding and in using language. Emerging literacy refers to the knowledge and skills that lay the foundation for reading and writing. Language and Literacy are distinct domains to reflect the differentiation, centrality, breadth, and depth of language and literacy development in this age period. Capital Area Community Action Agency Head Start's goal with regards to students' Language and Literacy is for Children to learn and develop both receptive and expressive language skills to build a strong emergent literacy foundation to promote school readiness. *Community Action* measures this goal by assessing students' ability to:

- Listen to, understand, and use increasingly complex language;
- Utilize print concepts to understand print; and
- Identify and name letters of the alphabet and their corresponding sounds

By the end of Assessment Period 2 (01/26/2018) *Community Action* Head Start students demonstrated the following outcomes:

- 48.1% (177/368) of Head Start students meet or exceed expectations with regards to comprehending increasingly complex language (8a)
- 59.8% (177/368) of Head Start students meet or exceed expectations with regards to following directions (8b).
- 97.4% (268/368) of Head Start students meet or exceed expectations with regards to using an expanding expressive vocabulary by class (9a).
- 59.8% (220/368) of Head Start students meet or exceed expectations with regards to speaking clearly (9b).
- 67.9% (250/368) of Head Start students meet or exceed expectations with regards to using conversational grammar (9c).
- 58.4% (208/356) of Head Start students meet or exceed expectations with regards to using print concepts (17b).
- 78.1% (278/356) of Head Start students meet or exceed expectations with regards to identifying names and letters (16a).
- 92.1% (328/356) of Head Start students meet or exceed expectations with regards to using letter sound knowledge (16b).

Cognition

Cognitive development is presented as two different domains for preschoolers— Mathematics Development and Scientific Reasoning. Mathematics development in preschoolers refers to understanding number quantities, number relationships, number operations, shape structure, shape reasoning, shape measurement, shape classification, and shape patterns. Capital Area Community Action Agency Head Start’s goal with regards to students’ cognition is for children to develop reasoning, memory, problem solving and thinking skills to connect experiences and organize their world. *Community Action* measures this goal by assessing students’ ability to:

- Use memory strategies and increased attention;
- Use number concepts and operations; and
- Use scientific inquiry skills by observing, predicting, comparing and classifying.

By the end of Assessment Period 2 (01/26/2018) Community Action Head Start students demonstrated the following outcomes:

- 46.3% (167/361) of Head Start students meet or exceed expectations with regards to using memory strategies to recognize and recall (12a).
- 63.2% (228/361) of Head Start students meet or exceed expectations with regards to make connections (12b).
- 66.3% (242/365) of Head Start students meet or exceed expectations with regards to counting (20a).
- 45.8% (167/365) of Head Start students meet or exceed expectations with regards to quantifying (20b).

- 61.6% (225/365) of Head Start students meet or exceed expectations with regards to connecting numerals with their quantities (20c).
- 79.2% (300/379) of Head Start students meet or exceed expectations with regards to using scientific inquiry skills by observing, predicting, comparing and classifying (24).

Perceptual, Motor, and Physical Development

Motor skills support children in fully exploring their environment and interacting with people and things and thus, support development in all domains. Gross motor skills refer to moving the whole body and using larger muscles of the body, such as those in the arms and legs. Fine motor skills refer to using the small muscles found in individual body parts, especially those in the hands and feet. Capital Area Community Action Agency Head Start's goal with regards to students' perceptual, motor, and physical development is for children to increase gross and fine motor skills and understand self-care skills to fully function and explore in their environment. *Community Action* measures this goal by assessing students' ability to:

- Demonstrate increasing control and strengthen gross motor and small muscles manipulation skills,
- Take care of his or her own needs appropriately, and
- Demonstrate fine motor strength and coordination with increased success

By the end of Assessment Period 2 (01/26/2018) Community Action Head Start students demonstrated the following outcomes

- 54.6% (200/366) of Head Start students meet or exceed expectations with regards to demonstrating gross motor manipulative skills (6).
- 49.9% (187/375) of Head Start students meet or exceed expectations with regards to taking care of their own needs appropriately (1c).
- 69.1% (253/366) of Head Start students meet or exceed expectations with regards to demonstrating fine motor strength and coordination with increased success (7b).

Capital Area Community Action Agency, Inc.
2017-2018 Winter School Readiness Outcome Summary

Capital Area Community Action Agency Head Start uses Teaching Strategies Gold to assess students quarterly in five domains: approaches to learning; social and emotional development; language and literacy; cognition; and perceptual, motor, and physical development. Individual student data is available to the parents during their parent teacher conferences and through registering for the Teaching Strategies Gold's parent portal.

For the purpose of program wide reporting, Individual student data is aggregated to develop a baseline and assess the programs progress towards preparing the students for kindergarten. Assessment period one (fall 2017 - 2018) data revealed Head Start students were strongest in language and literacy domain. Also based on assessment period one (fall 2017), data Head Start students had the most room to improve in the cognition domain.

Assessment period two (winter 2017-2018) revealed that Head Start students continued to show improvement in language and literacy. Despite large gains, Head Start students still have the most room to improve in the cognition domain. Programmatically the data looks, for the most part, as we would expect to see during assessment period two with students continuing to do well with skills that were documented as strengths and having to "play catch-up" in areas which they started with deficits.

It is not uncommon for Head Start students to have documented deficits in the cognition domain. Cognitive development includes reasoning, memory, problem-solving, and thinking skills. Cognitive skills help young children understand and organize their world. For preschoolers, cognitive skill development will evolve into complex mathematical thinking and scientific reasoning. However research shows that Adverse Childhood Experience can impact brain development, but also are predictive of teachers' rating of child developmental status.

References

ACEs 360 Iowa (N.D.) ACE's Impact on Brain Development. Retrieved from <https://www.iowaaces360.org/aces-and-development.html>

Blodgett, C. (2014, January). *ACEs in Head Start Children and Impact on Development*. Retrieved from <http://ext100.wsu.edu/cafru/wp-content/uploads/sites/65/2015/03/ACEs-in-Head-Start-Children-and-Impact-on-Development-1-14.pdf>

Head Start Early Childhood Learning & Knowledge Center. (N.D.) Interactive Head Start Early Learning Outcomes Framework: Ages Birth to Five. Retrieved from <https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

	Indicators	F Meeting or Exceeding #	F Meeting or Exceeding %	W Meeting or Exceeding #	W Meeting or Exceeding %	Difference Meeting or Exceeding F and W #	W Meeting or Exceeding % Whole Program	Difference Between Agency and Dis
1a	Manages Feelings	11	45.8%	16	72.7%	5.00	64.5%	-8.2%
1b	Follows limits and expectations	14	58.3%	12	54.5%	(2.00)	55.7%	1.2%
1c	Takes care of own needs appropriately	11	45.8%					
2a	Forms relationships with adults	8	33.3%	13	59.1%	2.00	49.9%	-9.2%
2c	Interacts with peers	18	75.0%	15	59.1%	5.00	47.2%	-11.9%
2d	Make freinds	12	50.0%	16	68.2%	(3.00)	64.8%	-3.4%
6	Demonstrates gross motor manipulative skills	16	66.7%			4.00	58.7%	-14.0%
7b	Uses writing and drawing tools	11	45.8%	13	59.1%	(3.00)	54.6%	-4.4%
8a	Comprehend language	8	33.3%	14	63.6%	3.00	69.1%	5.5%
8b	Follows directions	14	58.3%	12	54.5%	4.00	48.1%	-6.4%
9a	Uses an expanding expressive vocabulary	16	66.7%	13	59.1%	(1.00)	59.8%	0.7%
9b	Speaks clearly	13	54.2%	16	72.7%	0.00	72.8%	0.1%
9c	Uses conventional grammar	12	50.0%	13	59.1%	0.00	59.8%	0.7%
11b	Persists	8	33.3%	12	54.5%	0.00	67.9%	13.4%
11e	Shows flexibility and inventiveness in thinking	15	62.5%	10	45.5%	2.00	44.6%	-0.9%
12a	Recognizes and recalls	6	25.0%	14	63.6%	(1.00)	70.4%	6.7%
12b	Makes connections	8	33.3%	11	50.0%	5.00	46.3%	-3.7%
16a	Identifies and names letters	17	70.8%	12	54.5%	4.00	63.2%	8.6%
16b	Identifies letter- sound correspondences	20	83.3%	17	77.3%	0.00	78.1%	0.8%
17b	Use print Concepts	10	41.7%	20	90.9%	0.00	92.1%	1.2%
20a	Counts	5	20.8%	15	68.2%	5.00	58.4%	-9.8%
20b	Quantifies	8	33.3%	13	59.1%	8.00	66.3%	7.2%
20c	Connects numerals with their quantities	9	37.5%	13	59.1%	5.00	45.8%	-13.3%
24	Uses Scientific inquiry skills	0	0.0%	14	63.6%	5.00	61.6%	-2.0%
				0	0.0%	0.00	79.2%	79.2%

School Readiness Goals

Capital Area Community Action Agency, Inc. in the Head Start Early Learning Outcome Framework

		Central Domains			
Preschooler Domains	Approaches to Learning	Social and Emotional Development	Language and Literacy	Cognition	Perceptual, Motor, and Physical Development
	<p>Goal: Children will learn to successfully navigate learning experiences by developing the ability to self-regulate in a variety of situations.</p> <p>Objectives: Follow simple rules and routines with increasing independence (1b) Persists with a difficult or non-preferred activity and seeks help when needed (11b) Uses imagination in play and interactions with others to plan, initiate and complete learning activities (11e)</p>	<p>Goal: Children will gain a sense of identity and belonging through social interactions and positive emotional connections in order to experience personal success.</p> <p>Objectives: Build positive social relationship with peers and adult in a cooperative manner (2a, 2c, 2d) Recognize and use words/expressions of emotion, learn strategies to manage feelings and control impulses with increase independence (1a)</p>	<p>Goal: Children will learn and develop both receptive and expressive language skills to build a strong emergent literacy foundation to promote school readiness.</p> <p>Objectives: Listen to, understands and uses increasingly complex language (8a,8b,9a,9b,9c) Utilizes print concepts to understand print (17b) Identify and name letters of the alphabet and their corresponding sounds (16a,b)</p>	<p>Goal: Children will develop reasoning, memory, problem solving and thinking skills to connect experiences and organize their world.</p> <p>Objectives: Uses memory strategies and increased attention (12 a, b) Uses number concepts and operations (20a,b,c) Uses scientific inquiry skills by observing, predicting, comparing and classifying (24)**</p>	<p>Goal: Children will increase gross and fine motor skills and understand self-care skills to fully function and explore in their environment.</p> <p>Objectives: Demonstrates increasing control and strengthen gross motor and small muscles manipulation skills (6) Takes care of own needs appropriately (1c) Demonstrates fine motor strength and coordination with increased success (7 b)</p>
<p>Winter 2017-2018 Assessment Period 2 (AP2) Outcomes 09/27/2017 - 1/26/2018</p>	<p>55.7% (209/375) of Head Start students meet or exceed expectations with regards to following simple rules and routines with increasing independence (1b). 44.6% (161/361) of Head Start students meet or exceed expectations with regards to persisting with difficult or non-preferred activities and seeks help when needed (11b). 70.4% (254/361) of Head Start students meet or exceed expectations with regards to showing flexibility and inventiveness in thinking (11e).</p>	<p>Outcomes: 47.2% (177/375) of Head Start students meet or exceed expectations with regards to forming relationships with adults in class (2a). 64.8% (245/378) of Head Start students meet or exceed expectations with regards to interacting with their peers (2c). 58.7% (222/378) of Head Start students meet or exceed expectations with regards to making friends in class (2d). 64.5% (242/375) of Head Start students meet or exceed expectations with regards to recognizing and using words/expressions of emotion use strategies to manage feelings and control impulses with increased independence (1a).</p>	<p>Outcomes: 48.1% (177/368) of Head Start students meet or exceed expectations with regards to comprehending increasingly complex language (8a) 59.8% (177/368) of Head Start students meet or exceed expectations with regards to following directions (8b). 97.4% (268/368) of Head Start students meet or exceed expectations with regards to an expanding expressive vocabulary by class (9a). 59.8% (220/368) of Head Start students meet or exceed expectations with regards to speaking clearly (9b). 67.9% (250/368) of Head Start students meet or exceed expectations with regards to conversational grammar (9c). 58.4% (208/356) of Head Start students meet or exceed expectations with regards to using print concepts (17b). 78.1% (278/356) of Head Start students meet or exceed expectations with regards to identifying names and letters (16a). 92.1% (328/356) of Head Start students meet or exceed expectations with regards to using letter sound knowledge (16b).</p>	<p>Outcomes: 46.3% (167/361) of Head Start students meet or exceed expectations with regards to using memory strategies to recognize and recall (12a). 63.2% (228/361) of Head Start students meet or exceed expectations with regards to make connections (12b). 66.3% (242/365) of Head Start students meet or exceed expectations with regards to counting (20a). 45.8% (167/365) of Head Start students meet or exceed expectations with regards to quantifying (20b). 61.6% (225/365) of Head Start students meet or exceed expectations with regards to connecting numerals with their quantities (20c). 79.2% (300/379) of Head Start students meet or exceed expectations with regards to using scientific inquiry skills by observing, predicting, comparing and classifying (24).</p>	<p>Outcomes: 54.6% (200/366) of Head Start students meet or exceed expectations with regards to demonstrating gross motor manipulative skills (6). 49.9% (187/375) of Head Start students meet or exceed expectations with regards to taking care of their own needs appropriately (1c). 69.1% (253/366) of Head Start students meet or exceed expectations with regards to demonstrating fine motor strength and coordination with increased success (7b).</p>

Capital Area Community Action Agency, Inc. Head Start Parent, Family, Community Engagement (PFCE) Goals & Outcomes

Central PFCE Domains				
Family Well Being	Positive Parent Child Relationships	Family as Life Long Educators	Families as Learners	Family Engagement in Transitions
<p>Goal: Parents and families are safe, healthy, and have increased financial security.</p> <p>Objectives: Use family partnership assessments as a tool for relationship building and as a basis for ongoing individualized family services. Help families identify their interests, articulate their strengths and needs and accomplish and/or develop goals. Assist families in using resources and systems of support regularly and continuously over a period of time.</p>	<p>Goal: Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.</p> <p>Objectives: Foster meaningful, reciprocal relationships between mother and child, and father and child in a manner that is both culturally receptive and responsive. Help families identify appropriate practices that complement the stages of their developing child. Support parents and families in ensuring the health and safety of their infants, toddlers and preschoolers. Support a father's efforts to connect with and be responsible for his child at all ages and stages of development. Support families in seeking support from mental health consultants or other community agencies when there are parent-child relationship challenges that require additional services. Foster strong co-parenting relationships as appropriate.</p>	<p>Goal: Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school, and in their communities.</p> <p>Objectives: Support relationships between parents and their children as part of the foundation for interactions around early learning. Provide opportunities and support parents in working toward their own literacy goals.</p>	<p>Goal: Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.</p> <p>Objectives: Use the family partnership process to assist families with their education and training goals, and provide referrals to educational resources (GED, adult education, ESL, employment opportunities, workplace literacy, parenting skills, job training, job preparation skills, etc.). Follow-up on referrals to ensure that families are enrolled and have the necessary supports to complete their education and/or training. Invite past program parents and community volunteers to share their educational and career experiences with families. Invite families to volunteer or apply for jobs in the program in ways that support their parenting, career or life goals.</p>	<p>Goal: Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.</p> <p>Objectives: Facilitate (or refer parents to) parental support and/or educational groups where they can share their concerns (e.g. children's special needs). Talk with parents about the formal and informal social networks (support, amusement, help, education, etc.) they have and explore interests or needs in forming new (or renewed) social connections.</p>
<p>Outcomes: 61% (252/411) of Head Start families worked with the family advocate on family partnership assessments to build a relationship with one another and as a basis for ongoing individualized family services. 100% (411/411) of families are assisted by family advocates with identifying their interests, articulating their strengths, needs, and accomplishments and/or developing goals as a part of the family needs assessment process. 21% (85/411) of families have been assisted by family advocates in using resources and systems of support continuously over a period of time.</p>	<p>Outcomes: 66% (6/12) families selected for one of twenty-four slots in incredible years successfully complete the program equipping themselves with the tools to foster meaningful, reciprocal relationships between mother and child, or father and child in a manner that is both culturally receptive and responsive. 100% (378/378) are offered the opportunity to participate in pedestrian safety with in the first 30 days of school on quarterly health trainings at family meetings to support parents and families in ensuring the health and safety of their infants, toddlers and preschoolers. 71% (85/411) of fathers currently participated in the Head Start Male Engagement program and are supported in their efforts to connect with and be responsible for their child at all ages and stages of development by the PFCE Manager and one another. 100% (12/12) Families who requested or were referred and were open to receiving help are receiving services from Head Start mental health consultants or other community agencies when there are parent-child relationship challenges that require additional services. 100% (13/13) families who requested support with fostering strong co-parenting relationships as appropriate received support.</p>	<p>Outcomes: 21% (85/411) through participation in program sponsored activities have received coaching on building supportive relationships between parents and their children as part of the foundation for interactions around early learning. 0% (0/411) Provide opportunities and support parents in working toward their own literacy goals.</p>	<p>Outcomes: 85% (349/411) Use the family partnership process to assist families with their education and training goals, and provide referrals to educational resources (GED, adult education, ESL, employment opportunities, workplace literacy, parenting skills, job training, job preparation skills, etc.). 14% (56/411) Follow-up on referrals to ensure that families are enrolled and have the necessary supports to complete their education and/or training. 7 past program parents and community volunteers to share their educational and career experiences with families. 100% (411/411) of families have been invited to volunteer or apply for jobs in the program in ways that support their parenting, career or life goals through monthly posting on the parent board.</p>	<p>Outcomes: 0% (0/411) of parents have needed the program to facilitate (or refer parents to) parental support and/or educational groups where they can share their concerns (e.g. children's special needs)** 83% (5/6) parents who were open to receiving additional information about the formal and informal social networks (support, amusement, help, education, etc.) they have and exploring interests or needs in forming new (or renewed) social connections received assistance through the Getting Ahead Program.</p>
<p>Outcomes: 4% (19/411) take advantage of program offered opportunities for parents to identify their strengths as leaders/advocates and to use them in the program and community through participation in parent committees, policy council, policy committees, or through Board membership. 100% (411/411) of parents have received information about existing parent-to-parent organizations, family peer networks and/or parent-initiated school-community efforts in order to foster continuity in leadership and advocacy roles beyond Head Start through the parent handbook and postings on parent boards.</p>	<p>Outcomes: 4% (19/411) take advantage of program offered opportunities for parents to identify their strengths as leaders/advocates and to use them in the program and community through participation in parent committees, policy council, policy committees, or through Board membership. 100% (411/411) of parents have received information about existing parent-to-parent organizations, family peer networks and/or parent-initiated school-community efforts in order to foster continuity in leadership and advocacy roles beyond Head Start through the parent handbook and postings on parent boards.</p>	<p>Outcomes: 0% (0/411) of parents have needed the program to facilitate (or refer parents to) parental support and/or educational groups where they can share their concerns (e.g. children's special needs)** 83% (5/6) parents who were open to receiving additional information about the formal and informal social networks (support, amusement, help, education, etc.) they have and exploring interests or needs in forming new (or renewed) social connections received assistance through the Getting Ahead Program.</p>	<p>Outcomes: 0% (0/411) of families have received support using the family partnership process to help families develop transition plans for themselves and their children. 48% (198/411) of parents requested information, training and connections to future early care and educational settings to help facilitate the transition process for parents and children (e.g., information about what families might expect of K-12 instruction and training about how to deal with disagreements between parent and teacher). Ensure families know about their rights under federal and state laws, such as their rights under the Individuals with Disabilities Education Act (IDEA)</p>	<p>Goal: Families participate in leadership development, decision-making, program policy development, or community and state organizing activities to improve children's development and learning experiences. Objectives: Provide opportunities for parents to identify their strengths as leaders/advocates and to use them in the program and community. Share information with families about existing parent-to-parent organizations, family peer networks and/or parent-initiated school-community efforts in order to foster continuity in leadership and advocacy roles beyond Head Start.</p>
<p>Outcomes: 4% (19/411) take advantage of program offered opportunities for parents to identify their strengths as leaders/advocates and to use them in the program and community through participation in parent committees, policy council, policy committees, or through Board membership. 100% (411/411) of parents have received information about existing parent-to-parent organizations, family peer networks and/or parent-initiated school-community efforts in order to foster continuity in leadership and advocacy roles beyond Head Start through the parent handbook and postings on parent boards.</p>	<p>Outcomes: 0% (0/411) of parents have needed the program to facilitate (or refer parents to) parental support and/or educational groups where they can share their concerns (e.g. children's special needs)** 83% (5/6) parents who were open to receiving additional information about the formal and informal social networks (support, amusement, help, education, etc.) they have and exploring interests or needs in forming new (or renewed) social connections received assistance through the Getting Ahead Program.</p>	<p>Outcomes: 0% (0/411) of families have received support using the family partnership process to help families develop transition plans for themselves and their children. 48% (198/411) of parents requested information, training and connections to future early care and educational settings to help facilitate the transition process for parents and children (e.g., information about what families might expect of K-12 instruction and training about how to deal with disagreements between parent and teacher). Ensure families know about their rights under federal and state laws, such as their rights under the Individuals with Disabilities Education Act (IDEA)</p>	<p>Outcomes: 0% (0/411) of parents have needed the program to facilitate (or refer parents to) parental support and/or educational groups where they can share their concerns (e.g. children's special needs)** 83% (5/6) parents who were open to receiving additional information about the formal and informal social networks (support, amusement, help, education, etc.) they have and exploring interests or needs in forming new (or renewed) social connections received assistance through the Getting Ahead Program.</p>	<p>Outcomes: 4% (19/411) take advantage of program offered opportunities for parents to identify their strengths as leaders/advocates and to use them in the program and community through participation in parent committees, policy council, policy committees, or through Board membership. 100% (411/411) of parents have received information about existing parent-to-parent organizations, family peer networks and/or parent-initiated school-community efforts in order to foster continuity in leadership and advocacy roles beyond Head Start through the parent handbook and postings on parent boards.</p>

Capital Area Community Action Agency

MEMORANDUM

TO: Head Start Policy Council and Board of Directors
FROM: Tim Center, CEO and Head Start Director
RE: Head Start Director's Report
DATE: March 14, 2018

The following memo serves as my update to the Community Action Head Start Policy Council and Board of Directors.

Staffing

In Service Training was held the Monday after Spring Break. To improve employee morale and chances for retention, staff are evaluating performance bonus opportunities to reward regular attendance at work and completing the school year. Additionally, staffing needs in floaters and substitutes are evidently causing some employee burnout and stress. We need ideas for recruitment and training of new staff.

Facilities

Franklin County will need major renovations and HHS Region IV has directed us to reach out to the US Department of Agriculture for assistance.

Curriculum

No new reports on curriculum issues. The focus with staff is in documenting in the online portal the individualized educational metrics about the students.

Enrollment

Centers are fully enrolled with waiting lists for all but Franklin County.

Federal and State Regulations

Federal monitoring took place and monitors met with Policy Council representatives. The monitoring visit altered the management team to areas for improvement. A formal monitoring report will be available in three to four months.

CLASS monitoring results have been delivered and offer an opportunity for improvement.



United Way of the Big Bend

309 Office Plaza Drive • Tallahassee, Florida • 32301 • 850.222.2043
www.CapitalAreaCommunityAction.org



Self-Assessment is an ongoing tool to foster data collection and improvement of the Head Start program. The proposed Self-Assessment timeline is attached for consideration.

Budget

All looks good regarding the program budget at this time. A slight amendment may be necessary to cover some ongoing maintenance matters.⁵

Capital Area Community Action Historical Class Performance

Dimensions	HHS Winter 2013	Winter 2016 E	Spring 2016 E	Fall 2016 A	Winter 2017 I	Spring 2017 E	Fall (1) 2017 E	Fall (2) 2017 I	HHS Winter 2018
Positive Climate: Relationships Positive affect Positive communication Respect	6.2	5.82	6.1	5.28	6.14	6.05	5.18	5.91	5.61
Negative Climate: Negative affect Punitive control Sarcasm/disrespect Severe negativity	1	1.04	1.04	1.08	1.19	1.13	1.12	1.03	1.03
Teacher Sensitivity: Awareness Responsiveness Addresses problems Student comfort	4.3	6.2	6.14	5.86	4.33	5.95	4.45	5.42	5.06
Regard for Student Perspectives: Flexibility and student focus Support for autonomy and leadership Student expression Restriction of movement	4.6	5.58	5.9	5.51	4.24	5.7	4.3	5.38	4.78
Behavior Management: Clear behavior expectations Proactive Redirection of misbehavior Student behavior	4.4	6.46	6.17	6.159	4.29	6.06	4.7	5.69	5.36
Productivity: Maximizing learning time Routines Transitions Preparation	6.6	6.58	6.48	6.33	4.47	6.29	4.41	5.97	5.36
Instructional Learning Formats: Effective facilitation Variety of modalities and materials Student interest Clarity of learning objectives	5.3	4.87	5.64	5.02	3.89	5.3	4.24	4.88	4.69
Concept Development: Analysis and reasoning Creating Integration Connections to the real world	2.5	1.62	2.78	1.9	2.98	2.56	3.54	2.88	1.78
Quality of Feedback: Feedback loops Prompting thought processes Providing information Encouragement and affirmation	3	2.94	4.17	3.25	3.2	3.46	3.59	3.42	2.17
Language Modeling: Frequent conversation Open-ended questions Repetition and extension Self- and parallel talk Advanced language	2.3	3.54	4.8	3.89	3.02	4.42	3.53	4.89	2.64

Domain	HHS Winter 2013	Winter 2016 E	Spring 2016 E	Fall 2016 A	Winter 2017 I	Spring 2017 E	Fall (1) 2017 E	Fall (2) 2017 I	HHS Winter 2018
Emotional Support	4.0250	4.6600	4.7950	4.4325	3.9750	4.7075	3.7625	4.4350	4.1200
Classroom Organization	5.4333	5.9700	6.0967	5.8363	4.2167	5.8833	4.4500	5.5133	5.1367
Instructional Support	2.6000	2.7000	3.9167	3.0133	3.0667	3.4800	3.5533	3.7300	2.1967

Codes
 External=E
 External+Internal=A
 Internal=I
 Red Numbers= Lowest
 10% for that year

Self- Assessment Timeline

Date	Topic	Individuals Involved
March 21, 2017	Self- Assessment Discussion and Plan Approval	CEO COO HS Management Team
March 21, 2017	Self- Assessment Discussion and Plan Approval	Executive Board
March 22, 2017	Self- Assessment Discussion and Plan Approval	Policy Council
March 27, 2017	Self- Assessment Discussion and Plan Approval	Full Board
March 28, 2018	Self-Assessment Team Leads Report Training Day and Team Selections to QAM	Team Leads QAM CEO COO
March 28-April 6, 2018	Self- Assessment Team Training	Team Leads, Trainers and Participants
April 9-20, 2018	Self-Assessment	Self-Assessment Teams
April 11, 2018	Self- Assessment Discussion and Progress update	Head Start Team Update
April 18, 2018	Self- Assessment Discussion and Progress update	Executive Board
April 26, 2018	Self- Assessment Discussion and Progress update	Policy Council Update
April 23-27, 2018	Work on Team Summaries	Self-Assessment Teams
April 30- May 4, 2018	Work on Agency Self-Assessment Final Report	COO Family and Community Engagement Manager Quality Assurance Manager
May 7-8, 2018	Report to CEO and COO for Review	Quality Assurance Manager
May 9, 2018	Corrections Made	Quality Assurance Manager
May 9, 2018	Final Report sent to Tim and Nichele for Board and Policy Council Packets	Quality Assurance Manager
May 16, 2018	Board Review and Acceptance of the Self-Assessment Report	Executive Board
May 22, 2018	Board Review and Acceptance of the Self-Assessment Report	Full Board
May 24, 2018	Policy Council Review of the Self-Assessment Report	Policy Council

Self-Assessment Team Assignment Worksheet

Team Title	Perspectives to Review	Guides to Review	Team Leader
<p>Program Design and Management</p>	<ul style="list-style-type: none"> • Program, fiscal, and human resource management structure • How the program oversees and evaluates progress toward meeting program goals • How the governing body uses data to administer and oversee the program • How the policy council uses program data to support ongoing program improvement 	<p>Focus Area 2 Monitoring Protocol https://goo.gl/QXZfBz</p>	<p>Fatima Oleabhihle Alexander</p>
<p>Monitoring and Implementing Quality Education and Child Development Services</p>	<ul style="list-style-type: none"> • Data use to ensure oversight and ongoing program improvement and to improve service delivery, child outcomes, and school readiness • How staff individualizes services for each child, integrating child assessment data into individual and group planning • How families of children with disabilities are engaged in their children’s learning and development and are supported in becoming advocates • How the program budgets, staffing resources, and professional development funds support quality education services 	<p>Focus Area 2 Monitoring Protocol https://goo.gl/QXZfBz</p>	<p>Darrel James</p>

<p>Monitoring and Implementing Quality Health Program Services</p>	<ul style="list-style-type: none"> • How the program monitors and maintains timely information on children's health status • How the program uses its data—to provide feedback to staff and inform stakeholders (e.g., governing body, policy council) of progress and issues • How the program ensures children are safe • Sources have been budgeted to support quality health program services and safe and healthy learning environments • A program-wide culture that promotes children's mental health, social, and emotional well-being 	<p>Focus Area 2 Monitoring Protocol https://goo.gl/QXZfBz</p>	<p>Nichele Rolle</p>
<p>Monitoring and Implementing Quality Family and Community Engagement Services</p>	<ul style="list-style-type: none"> • The program uses data related to family engagement and support services to strengthen parent and family outcomes. • The program implements a systematic approach to staff supervision, training, and professional development • The program creates a welcoming program environment 	<p>Focus Area 2 Monitoring Protocol https://goo.gl/QXZfBz</p>	<p>Barbara Evans</p>
<p>Monitoring and Implementing Fiscal Infrastructure</p>	<p>The grantee's preventative facility maintenance schedule, equipment inventory and most recent licensing report for each of the grantee's facilities</p>	<p>Focus Area 2 Monitoring Protocol https://goo.gl/QXZfBz</p>	<p>Venita Treadwell</p>

Monitoring ERSEA: Eligibility and Attendance	<ul style="list-style-type: none"> • Determining, verifying, and documenting eligibility • Attendance 	Focus Area 2 Monitoring Protocol https://goo.gl/QXZfBz	Judy Green
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Program Design and Management

Key Performance Area 1: Management Structure				
INDICATOR: 1.1 Program is structured to provide effective management and oversight of all program areas. 1302.101(a)(1)	1	2	3	4
Notes:				
INDICATOR: 1.2 Fiscal is structured to provide effective management and oversight of all program areas. 1302.101(a)(1)	1	2	3	4
Notes:				
INDICATOR: 1.3 Human Resource is structured to provide effective management and oversight of all program areas. 1302.101(a)(1)	1	2	3	4
Notes:				
Key Performance Area 2: Program Progress Toward Meeting Program Goals				
INDICATOR: 2.1 The program uses Self-Assessment data to evaluate progress toward program goals and school readiness. 1302.102(b)(2)(i)	1	2	3	4
Notes:				
INDICATOR: 2.2 The program's recordkeeping system facilitates effective oversight of program operations. 1302.101(a)(4)	1	2	3	4
Notes:				
INDICATOR: 2.3 The program has systems in place for monitoring program improvement and the prevention of recurrences of previously identified quality and compliance issues. 1302.102(b)(1)	1	2	3	4
Notes:				
INDICATOR: 2.4 Managers have strategies in place to facilitate the supervision and support of individual staff professional development and continuous program quality improvement. 1302.101(a)(2)	1	2	3	4
Notes:				

Key Performance Area 3: Governing Body Data Use				
INDICATOR: 3.1 The governing body uses ongoing monitoring, fiscal, school readiness, and other data such as audits, self-assessment, and monitoring monthly reports to participate fully in the oversight, planning, and evaluation of the program. 1301.2(b)(2); 1302.102(b)-(d); 642(c)(1)(E); 642(d)(2)	1	2	3	4
Notes:				
INDICATOR: 3.2 Governing body members are able to their system for ongoing financial oversight including approval of major expenditures, approval of the operating budget, selection of the auditor, and monitoring the program's actions to correct any audit findings.642(c)(1)(E)(iv)(VII)–(VIII)	1	2	3	4
Notes:				
Key Performance Area 4: Policy Council Data Use				
INDICATOR: 4.1 The policy council is able to describe how it uses program data to support ongoing program improvement. 1301.3(c)(2); 642(c)(2)(D); 1302.102	1	2	3	4
Notes:				

Quality Education and Child Development Services

Data

Key Performance Area 1: Data and Service Delivery, Child Outcomes, and School Readiness				
Indicator 1.1 The program monitors the effectiveness of teaching practices including curriculum implementation. 1302.102(b)	1	2	3	4
Notes:				
Indicator 1.2 The program uses aggregated child-level assessment data to identify training needs and professional development opportunities. 1302.102(c)-(d); 1304.11(b)(2)(i)	1	2	3	4
Notes:				
INDICATOR: 1.3 The program uses information from ongoing monitoring data for continuous improvement including strengthening, adjusting, and adapting services, strategies, and goals to inform program decisions including changing or targeting scope of services.1302.102(c)-(d)				
Notes:				
INDICATOR: 1.4 The program has data supporting progress in achieving school readiness goals. 1302.102(c)	1	2	3	4
Notes:				
Key Performance Area 2: Individualized Services for Each Child				
INDICATOR: 2.1 The grantee analyzes and uses individual and aggregated child assessment data and input from parents and staff to individualize learning experiences, lesson plans, teaching strategies, and services to best support each child. 1302.31(b)(ii); 1302.31(b)(1)(iii); 1304.11(b)	1	2	3	4
Notes:				
INDICATOR: 2.2 The grantee analyzes and uses individual and aggregated child assessment data and input from parents and staff to determine individual and group progress toward school readiness. 1302.31(b)(ii); 1302.31(b)(1)(iii); 1304.11(b)	1	2	3	4
Notes:				
INDICATOR: 2.3 Parents learn about their child’s development and progress and about the purpose and results of screenings and assessments. 1302.34(b)(6)	1	2	3	4
Notes:				

Key Performance Area 3: Families of Children with Disabilities are Engaged and Supported				
INDICATOR: 3.1 The program helps parents of children with disabilities in obtaining services. 1302.62	1	2	3	4
Notes:				
INDICATOR: 3.2 The program helps parents understand the referral, evaluation, and services timelines required under IDEA. 1302.62	1	2	3	4
Notes:				
INDICATOR: 3.3 The program supports parents' participation in the Individual Family Service Plan or Individualized Education Plan development process. 1302.62	1	2	3	4
Notes:				
INDICATOR: 3.4 The program helps parents understand the purpose of evaluations and ensuring their child's needs are addressed. 1302.62	1	2	3	4
Notes:				
INDICATOR: 3.5 The program assists parents in learning more about their children's disabilities and supporting the child's development. 1302.62	1	2	3	4
Notes:				
Key Performance Area 4: Program Budgets, Staffing Resources, and Professional Development Funds Support Quality Education Services				
INDICATOR: 4.1 The education manager and disabilities manager are involved in the development of the annual operating budget. 1302.101(a)(3)	1	2	3	4
Notes:				
INDICATOR: 4.2 The program has a process in place to make sure financial resources are available or adjusted to implement quality education services as a result of the changing needs of the staff, children, and families. 1302.101(a)(3)	1	2	3	4
Notes:				
INDICATOR: 4.3 The program ensures education staff meets qualifications.1302.91(e)(1)-(6)	1	2	3	4
Notes:				

Learning Environment Exploration

Key Performance Area 5: Evaluating Performance and Stimulating Ongoing Improvement				
INDICATOR: 5 The program's indoor and outdoor learning environments contain age-appropriate equipment, materials, supplies, physical space, and accommodations for children with disabilities which supports implementation of the curriculum. 1302.31(d)	1	2	3	4
Notes:				
Key Performance Area 6: Evaluating Performance and Stimulating Ongoing Improvement				
INDICATOR: 6.1 Teaching practices and learning environments are communication- and language-rich.1302.31(b)(1)(i)	1	2	3	4
Notes:				
INDICATOR: 6.2 Teaching practices and learning environments promote critical thinking and problem solving. 1302.31(b)(1)(i)	1	2	3	4
Notes:				
INDICATOR: 6.3 Teaching practices and learning environments promote children's social, emotional, behavioral, and language development. 302.31(b)(1)(i)	1	2	3	4
Notes:				
INDICATOR: 6.4 Teaching practices and learning environments provide supportive feedback to promote learning. 302.31(b)(1)(i)	1	2	3	4
Notes:				

INDICATOR: 6.5 Teaching practices and learning environments motivate continued effort. 302.31(b)(1)(i)	1	2	3	4
Notes:				
INDICATOR: 6.6 Teaching practices and learning environments support children’s engagement in learning experiences and activities. 1302.31(b)(1)(i)	1	2	3	4
Notes:				

Incident/Accidents Reported (Annual)

Center	Enrollment	# of Incident/Accidents	# of Student Involved	% of Students Involved
Franklin				
Jefferson				
Royal				
Mabry				
South City				
Total				

Key Performance Area 7: Appropriate Learning Experiences

INDICATOR: 7.1 The grantee provides learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of developmentally appropriate learning, sensory, and motor experiences. 1302.31(c)

1	2	3	4
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Notes:

INDICATOR: 7.2 The grantee intentionally promotes learning and recognizes the importance of all activities, including rest, meals, routines, and physical activity, as opportunities for learning and development. 1302.31(e)

1	2	3	4
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Notes:

INDICATOR: 7.3 Teaching include research-based strategies and activities for children who are dual language learners that recognize bilingualism and bi-literacy as strengths. 1302.31(b)(2)

1	2	3	4
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Notes:

Key Performance Area 8: Child Assessment Data and Lesson Planning

INDICATOR: 7.1 The grantee provides learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of developmentally appropriate learning, sensory, and motor experiences. 1302.31(c)

1	2	3	4
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Notes:

Key Performance Area 9: Teachers

INDICATOR: 9.1 Teachers implement the curriculum in the classroom. 1302.31(b)	1	2	3	4
Notes:				
INDICATOR: 9.2 Teachers design individual and group lesson plans based on the curriculum. 1302.31(b)(ii)	1	2	3	4
Notes:				
INDICATOR: 9.3 Teachers are provided feedback to inform their ongoing development and improvement in their teaching practices. 1302.101(a)(2); 1302.101(b)	1	2	3	4
Notes:				
INDICATOR: 9.4 Teachers receive support in effective classroom management, (include strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns). 1302.45(a)(1); 1302.45(b)(2)	1	2	3	4
Notes:				
INDICATOR: 9.5 Teachers receive training to help them plan individual and group lessons, activities, and schedules that align with the HSELOF and the curricula. 1302.31(c); 1302.92(b)	1	2	3	4
Notes:				
INDICATOR: 9.6 Teachers, Family Advocates, and parents are involved in sharing and using information on individual children to ensure children and families receive the necessary support to ensure progress toward school readiness. 1302.50(b)(6)	1	2	3	4
Notes:				

INDICATOR: 9.7 The program meets the individualized needs of children with disabilities and providing all children access to and participation in the full range of services. 1302.61(a)	1	2	3	4
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Notes:

Monitoring and Implementing Quality Health Program Services

Child Health Status and Care

Key Performance Area 1: Monitoring And Maintaining Information on Children's Health Status				
INDICATOR: 1.1 The program uses our recordkeeping system to collect and track child health data. 1302.42(a)-(d); 1302.101(a)(4)	1	2	3	4
Notes:				
INDICATOR: 1.2 The program identifies and addresses patterns or trends concerning late or missing child health information. 1302.101(a)(4)	1	2	3	4
Notes:				
INDICATOR: 1.3 The program educates, supports, and collaborates with parents to ensure their child's health and well-being. 1302.41; 1302.46	1	2	3	4
Notes:				
INDICATOR: 1.4 The program completes health determinations (i.e., onsite health professionals, community collaborations, etc.). 1302.42(b)	1	2	3	4
Notes:				
INDICATOR: 1.5 The program implements and monitors its system for promoting effective oral health hygiene and nutrition services. 1302.43; 1302.44(a)	1	2	3	4
Notes:				
Key Performance Area 2: Progress, Issues, and Continuous Quality improvement in Health Services				
INDICATOR: 2.1 The program uses the information about patterns or trends in children's health needs, including their medical, oral health, mental health, and nutritional needs, as well as the need for ongoing and follow-up care.1302.102(b)-(d)	1	2	3	4
Notes:				

Safety Practices

Key Performance Area 3: How the Program Ensures Children are Safe				
INDICATOR: 3.1 – The program analyzes and uses data from internal and external (such as licensing data) sources to understand program performance and ensure continuous improvement. 1302.47(b)	1	2	3	4
Notes:				
INDICATOR: 3.2 –The program has made progress in replacement, renovation, and repair of any facilities identified by the grantee with concerns.	1	2	3	4
Notes:				
INDICATOR: 3.3 –The program trains, supports, and monitors staff to ensure staff practice active supervision and abide by Head Start’s standards of conduct	1	2	3	4
Notes:				
INDICATOR: 3.4 – The program ensures completion of background checks on all staff in accordance with requirements (the reviewers will conduct a record check on a sample of staff files). Sec. 648A(g)(3)	1	2	3	4
Notes:				
Key Performance Area 4: Budget to Support Quality				
INDICATOR: 4.1 - Resources are budgeted to support quality health program services and safe/ healthy learning environments. 1302.101(a)(3)	1	2	3	4
Notes:				
Key Performance Area 5 : Health Culture				
Indicator 5.1 The program effectively utilizing mental health consultation to support education staff and other staff in meeting children’s mental health and social and emotional needs. 1302.45(a)-(b)	1	2	3	4
Notes:				

Quality Family and Community Engagement Services

Data

Key Performance Area 1: Supporting Services and Strengthening PFCE Outcomes				
INDICATOR: 1.1 The program uses Family partnership services and outcomes data. 1302.52(b)-(c)	1	2	3	4
Notes:				
INDICATOR: 1.2 The program has data that demonstrates improvements in family engagement and support services. 1302.102(b)-(d)	1	2	3	4
Notes:				
INDICATOR: 1.3 The program implements procedures for teachers, family advocates and family support staff to ensure a coordinated family engagement strategy. 1302.50(b)(6)	1	2	3	4
Notes:				
Key Performance Area 2: Staff Supervision, Training, and Professional Development				
INDICATOR: 2.1- The program trains staff on best practices in the implementation of family engagement strategies and support. 1302.92(b)(3)	1	2	3	4
Notes:				
INDICATOR: 2.2- The program uses data collected through ongoing supervision to provide feedback to staff to support their professional development. 1302.101(a)(2)	1	2	3	4
Notes:				
INDICATOR: 2.3- The program ensures that staff, consultants, or contractors are familiar with ethnic backgrounds and heritages, and are able to communicate effectively with families. 1302.90 (d)(1)	1	2	3	4
Notes:				
INDICATOR: 2.4- The program ensures family services staff meet qualifications. 1302.91 (e)(7)	1	2	3	4
Notes:				

Learning Environment Exploration

Key Performance Area 3: Welcome Environments				
INDICATOR: 3.1 The program creates a welcoming program environment that incorporates the unique cultural, ethnic, and linguistic background of families. 1302.50(b)(2)	1	2	3	4
Notes:				
INDICATOR: 3.2 The program creates a welcoming program environment that offers opportunities for ongoing two-way communication between staff and parents. 1302.50(b)(2)	1	2	3	4
Notes:				
INDICATOR: 3.3 The program creates a welcoming program environment that promotes intentional strategies to engage parents in their children's learning and development and engages fathers. 1302.50(b)(1)	1	2	3	4
Notes:				
INDICATOR: 3.4 The program creates a welcoming program environment that Provides parents with the opportunity to participate in the program. 1302.50(b)(4)	1	2	3	4
Notes:				
INDICATOR: 3.5 The program creates a welcoming program environment that provides family engagement and support services in the family's preferred language, using interpreters to the extent possible. 1302.50(b)(5)	1	2	3	4
Notes:				

Family Services Staff and Parents Discussions

Key Performance Area 5: Family Services Staff and Parents				
INDICATOR: 4.1 The program is successful at engaging families in all program services. 1302.50(a)	1	2	3	4
Notes:				
INDICATOR: 4.2 The program is successful at engaging all staff in the family support process. 1302.50(a)	1	2	3	4
Notes:				
INDICATOR: 4.3 The program meets family services staff qualifications. 1302.91(e)(7)	1	2	3	4
Notes:				
INDICATOR: 4.4 the grantee maintains a welcoming environment for parents and parents feel welcomed. 1302.50(b)(2)	1	2	3	4
Notes:				
INDICATOR: 4.4 Parents are engaged as their children's primary teacher and nurturer and the support of that role.	1	2	3	4
Notes:				
INDICATOR: 4.5 Parents are engaged in health services and their ability to fully support their family's health and well-being.	1	2	3	4
Notes:				

Monitoring and Implementing Fiscal Infrastructure

Financial Infrastructure

Key Performance Area 1: Financial Infrastructure				
INDICATOR: 1.1 Program managers share with the fiscal manager to support development of the annual operating budget? 75.303(b)-(d)	1	2	3	4
Notes:				
INDICATOR: 1.2 Data is shared with the governing body and the governing body approves the annual operating budget. 642(c)(1)(E)(iv)(VII)(bb)	1	2	3	4
Notes:				
INDICATOR: 1.3 The policy council is involved in budget planning for program expenditures. 642(c)(2)(D)(iv)	1	2	3	4
Notes:				
INDICATOR: 1.4 Budgeted expenditures are support the accomplishment of program objectives. 1302.101(a)(1)	1	2	3	4
Notes:				
INDICATOR: 1.5 Parents are engaged as their children’s primary teacher and nurturer and the support of that role.	1	2	3	4
Notes:				
INDICATOR: 1.6 There are staff and internal controls that support the grantee’s financial management system. 1302.91(c);75.303	1	2	3	4
Notes:				

Fiscal Capacity

Key Performance Area 2: Fiscal Capacity				
INDICATOR: 1.1 The program's fiscal officer primarily responsible for oversight of the Head Start award is qualified. 1302.91(c)	1	2	3	4
Notes:				
INDICATOR: 1.2 The program has a designated individual with a background and expertise in fiscal management or accounting 642(c)(1)(B)(i)	1	2	3	4
Notes:				
INDICATOR: 1.3 The program has a member of or advisor to the governing body with a background and expertise in fiscal management or accounting. 642(c)(1)(B)(i)	1	2	3	4
Notes:				
INDICATOR: 1.4 The program has process for engaging an auditor, implementing audit recommendations, and sharing audit results with the governing body and other stakeholders. 642(c)(1)(E)(iv)(VII)(cc); 647(a)	1	2	3	4
Notes:				
INDICATOR: 1.5 The program has structured compensation, benefits, and professional development opportunities to recruit and retain qualified program and fiscal staff. 75.430; 75.431	1	2	3	4
Notes:				
INDICATOR: 1.6 The program has a system in place to manage the budget in areas such as personnel compensation, shared costs, non-Federal match, indirect, and administrative costs? 75.405(a)(2); 75.405(b); 75.414; 1303.5(a)	1	2	3	4
Notes:				

INDICATOR: 1.7 The program ensure protection of the Federal interest in real property and equipment purchased in whole or in part with Federal funds. 1303.46	1	2	3	4
Notes:				

Implementation of Fiscal Management Systems

Key Performance Area 2: Fiscal Management Systems				
INDICATOR: 2.1 The program's financial management system, accounting, and reporting practices ensure compliance with laws, regulations, grant terms and conditions, reporting, and audit requirements. 75.302(b)(1-7); 1302.101(a)(4)	1	2	3	4
Notes:				
INDICATOR: 2.2 The program's financial management system supports ongoing fiscal operations 75.302(b)(2)-(3)	1	2	3	4
Notes:				
INDICATOR: 2.3 The program has a system for determining whether individual expenses are necessary, reasonable, allocable, and adequately documented. 75.302(b)(7)	1	2	3	4
Notes:				
INDICATOR: 2.4 The program ensures payment of allowable program expenses promptly and within the appropriate budget period. 75.305(b)(1); 75.302(b)(4)	1	2	3	4
Notes:				
INDICATOR: 2.5 The program has a process to identify risks and obtain cost-effective insurance for those identified risks. 1303.12; 1303.52(b); 75.317	1	2	3	4
Notes:				

Facilities Exploration

Take pictures and make notes of concerns.

Key Performance Area 3: Facilities Exploration				
INDICATOR: 3.1 The program has a preventative facility maintenance schedule.	1	2	3	4
Notes:				
INDICATOR: 3.2 The program has an equipment inventory.	1	2	3	4
Notes:				
INDICATOR: 3.3 Facilities are ageing or have concerns that include obvious or reported structural damage, cracks in walls or foundations, plumbing or ceiling leaks, gaps around windows and doors, and inadequate heating, cooling, lead, mold, etc	1	2	3	4
Notes:				
INDICATOR: 3.4 There are facilities, or areas of facilities, where it appears children should not receive services due to dangerous or hazardous environmental or structural conditions that threaten their well-being or ability to learn and develop successfully.	1	2	3	4
Notes:				
INDICATOR: 3.5 The facility meets licensing requirements. 1302.47(b)(1)(i)	1	2	3	4
Notes:				
INDICATOR: 3.6 Ongoing and routine maintenance is adequate (clean and free of pests and pollutants, and prevents injury). 1302.47(b)(1)(ii)-(viii)	1	2	3	4
Notes:				

Key Performance Area 3: Facilities Exploration

INDICATOR: 3.7 Based on the facility maintenance schedule and inventory there are large and/ or unusual maintenance costs. 1302.47(b)(1)(ix)

1	2	3	4
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Notes:

INDICATOR: 3.8 The program has facilities and equipment (kitchen equipment, heating and cooling systems, hot water heater) that are near the end of their useful life or require ongoing maintenance (Note information about facilities that need replacement or major repair below). 1302.47(b)(1)(ix)

1	2	3	4
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Notes:

INDICATOR: 3.9 There are budgeted resources to support quality safe and healthy learning environments. 1302.47(b)(1)(ix)

1	2	3	4
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Notes:

INDICATOR: 3.10 The program ensured sufficient staffing and resources to ensure facilities, equipment and materials are safe, including providing routine monitoring for compliance and correction of any safety risks or concerns. 1302.47(b)(1)(ix)

1	2	3	4
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Notes:

Monitoring ERSEA Eligibility and Attendance

Determining, verifying, and documenting eligibility

Key Performance Area 1: Eligibility				
INDICATOR: 1.1 Families' meet one of the following income requirements: <ol style="list-style-type: none"> 1. Income is equal to or below the poverty line, 2. Family or child is receiving or is eligible to receive public assistance (supplemental security income and temporary assistance for needy families), 3. Child is homeless, or 4. Child is in foster care. 	1	2	3	4
Notes:				
INDICATOR: 1.2 No more than ten percent (38 children) of children enrolled in the program are above the income threshold.	1	2	3	4
Notes:				
INDICATOR: 1.3 No more than an additional 35 percent (132 children) of children who are not categorically eligible may be from families whose income is between 100 and 130 percent of poverty.	1	2	3	4
Notes:				
INDICATOR: 1.4 Ten percent (35 children) of children enrolled must have disabilities.	1	2	3	4
Notes:				

Key Performance Area 2: **Attendance**

INDICATOR: 1.1 The program monitors individual child attendance and the program's monthly average daily attendance.	1	2	3	4
Notes:				
INDICATOR: 1.2 The program ensures children are safe when they do not arrive at school.	1	2	3	4
Notes:				
INDICATOR: 1.3 The program works with parents to support and promote their children's attendance in the program.	1	2	3	4
Notes:				
INDICATOR: 1.4 The program monitors monthly average daily attendance rate data and makes timely changes, where needed, to address systematic issues affective children's attendance in the program.	1	2	3	4
Notes:				

Family and Community Engagement Manager Monthly Monitoring Report – February 2018

Requirement	Franklin	Jefferson	Mabry	Royal	South City	Total
PROGRAM STATUS (Monthly)						
Number of Students Enrolled for Month	15	35	81	56	186	373
Number of Student Withdrawals for Month	0	0	1	1	3	5
Number of Vacancies	2	0	0	1	2	5
Number of Students on Wait List	0	1	13	31	29	74
Number of VPK Students Enrolled	0	12	20	31	79	142
Number of School Readiness Students Enrolled	0	2	11	12	31	56
FAMILY STATUS						
Number of Family Needs Assessment	15	35	81	56	186	373
Family Partnership Agreement						
Number of FPA Initiated (45)	15	35	81	56	186	373
Number of FPAs in progress (February)	15	35	81	56	186	373
Number of FPAs completed (May)						

Center	Head Start Enrollment and Attendance	
	Funded	Enrollment on 2/28/18 August Average Daily Attendance (ADA)
Franklin	17	15 82%
Jefferson	35	35 83%
Mabry	81	81 85%
Royal	57	56 90%
South City	188	186 85%
Total	378	373 85%

Family and Community Engagement Manager Monthly Monitoring Report – February 2018

Number of Referrals (Review referrals)	Franklin	Jefferson	Mabry	Royal	South City	Total
Emergency Assistance (Food, shelter, clothing)	2	4	7	8	11	32
Domestic Violence Referrals	0	0	0	0	1	1
Substance Abuse Referrals (prevention or treatment)	1	2	0	1	1	5
Child Abuse or Neglect Referrals	0	0	1	1	1	3
Assistance for incarcerated Family Members	3	2	0	1	1	7
Education Referral	0	2	3	3	3	11
Employment	0	1	2	1	4	8
Parent Meetings/Trainings						
Parent Committee Meetings	1	0	0	0	0	1
Number of Parents at the Parent Committee Meetings	3	0	0	0	0	3
Number of Male Parents at Parent Committee Meetings	0	0	0	0	0	0
Number of parents Committee meetings attended (Family Advocate)	1	0	0	0	0	1
Number of Parents Committee meetings attended (Parent Engagement Coordinator)	1	0	0	0	0	1
Number of Parents in attendance on Policy Council	1	0	2	1	1	5
Number of Coordinated Trainings for Policy Council	0	0	0	0	0	0
Number of Parenting Classes	0	0	0	0	0	0
Number of Family Activities/Events Coordinated	0	0	0	0	0	2
Number of Family Activities Specific to Male Engagement						0
Number of Parent Trainings Conducted						0
Number of Volunteer Orientations						0
Home Visits						
Required Home Visit Follow up (February)						
Number of Additional Home Visits/Meetings						
Number of Contacts documented in Case Notes	9	14	17	21	62	123
Number of Contacts documented per absenteeism	3	5	4	4	13	29

Family and Community Engagement Manager
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Number of Files Reviewed	75
Review of Parent Board	6
Volunteers (PEC)	
Number of Volunteers	63
Total of Program In kind	89 hours
FAMILY AND COMMUNITY	
Family Advocate Workers Meetings	2
Family Advocate Workers Trainings	0
Community Meetings	0

Transportation	
Field Trips	6
Maintenance	1
Trainings	0

Family and Community Engagement Manager
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HEALTH SPECIALIST		Total
PRE-ENROLLMENT REQUIREMENTS		
Up to date immunizations		366
Expired/Missing immunizations		3
Up to date Physicals		361
Expired/Missing Physicals		8
Number of individual Health Care Plan		14
Number of Children with Health Insurance		346
ENROLLMENT		
Number of children with dental home		202
Number of dental home referrals		0
Completed dental exams		247
Incomplete dental exams		180
Needed dental treatment		26
Receiving dental treatment		16
Completed dental treatment		9
Number of medical home		351
Number of medical home referrals to Advocates		0
45 DAYS REQUIREMENT		
Vision screenings		344
Vision referrals		0
Hearing screenings		301
Hearing Referrals		0
Growth Assessment		351
BMI Referrals		0

Family and Community Engagement Manager
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90 DAYS REQUIREMENT	Total
Number of dental home established	202
Number of dental exams	247
Number of children requiring dental treatment	26
Number of completed dental treatment	9
Number of medical homes established	369
Hematocrit/Hemoglobin	174
Blood lead	185
Blood Pressure	309
NUTRITION	
Number of Breakfast	5,816
Number of Lunch	6,309
Number of PM Snacks	5,689
Number of Children with Special Diets	12
MONITORING ACTIVITIES	
Health Files Review	75
Child Care Food Program Tool	2
Kitchen Inspection Tool	2

Family and Community Engagement Manager Monthly Monitoring Report – February 2018

Corrective Action and Follow Up

Funded Enrollment.

- We are in compliance with our funded enrollment number of 378, and vacant slots have been filled within the 30 day requirement.

Attendance.

- We met the required Average Daily Attendance of 85% as a program for the month of February. Although as a program we met the required ADA for February as a program, Franklin County (82%) and Jefferson County (83%) did not meet the required ADA. Children were out to illness and transportation issues.
- The one hour rule is being implemented at all Head Start Centers, and live attendance is being piloted at Louise B. Royal.

Policy and Procedures.

- Policy and Procedures are being revised for all areas to update to meet new requirements of the Office of Head Start.

Strengths

- Continuing to develop new Family Outcomes that will be implemented into the Parent, Family and Community Engagement Framework.
- The upkeep of medical records for the children continues to improve.
- Documenting children that are unexpectedly absent at each Head Start Center.